

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Gynradd Llangoed
Llangoed
Anglesey
LL58 8SA**

School Number: 6602155

Date of Inspection: 19/01/09

by

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Ysgol Gynradd Llangoed was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gynradd Llangoed took place between 19/01/09 and 21/01/09. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

- 1 The school is located in the village of Llangoed, two miles from the historic town of Beaumaris on the Isle of Anglesey. The school is administered by the Isle of Anglesey Council.
- 2 The school provides education for pupils between 3 – 11 years of age who live in the villages of Llangoed, Penmon, Glanrafon and Llanfaes. At the time of the inspection, there were 76 full-time pupils on roll and nine part-time pupils in the nursery class. Pupil numbers have changed little since the last inspection. There have been substantial staff changes since the last inspection.
- 3 Pupils are admitted into the nursery class on a part-time basis in the term following their third birthday leading to full-time attendance by the time they are five.
- 4 Pupils represent the full ability range. Two pupils have statements of additional learning needs (ALN) and 28 pupils are on the school action stage for extra support. Financial support is provided by the Assembly's RAISE scheme to target pupils who are under-achieving in key stage 2. Pupils are divided into four mixed age classes in the mornings and into three full classes in the afternoons. Two pupils were excluded from school during the last 12 months.
- 5 According to the school, the pupils are drawn from a social background that is neither prosperous nor economically disadvantaged. The area is not economically prosperous. Twenty per cent of pupils receive a free school meal.
- 6 Approximately fifteen per cent of pupils come from Welsh speaking homes and the remainder from English speaking homes.
- 7 The current head teacher has been in post since September 1990. The school was last inspected in 2003.

The school's priorities and targets

- 8 The school lists the following as some of its main aims for 2008-2009:
 - Securing plenty of opportunities to improve mental mathematics;
 - Creating opportunities for pupils to read in Welsh and English to a range of audiences;
 - Learning and refining scientific terminology in the context of scientific investigation;
 - Extending opportunities for unaccompanied collective singing, duets, solo and ensembles.

Summary

- 9 Llangoed School is a happy, caring and inclusive community. The head teacher and staff know the pupils well and there are effective procedures in place to support the progress, development and welfare of pupils. They have established a very good relationship with the pupils, based on respect and regular, purposeful use of encouragement and commendation. They have created an atmosphere that is conducive to effective learning. Pupils make good progress and achieve good standards.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

- 10 The number of pupils who take part in the national curriculum assessments at the end of both key stages is too small to allow meaningful comparison with national data for each year. Considering the data over a three-year period, with the exception of Welsh, results are below than those for similar schools, both nationally and locally. Results display progress, with significant progress being shown in Welsh. The school's analysis confirms that pupils are achieving standards that correspond to their ability. There is no significant difference between the performance of boys and girls.
- 11 The standards of achievement in lessons inspected were are follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

- 12 The above percentages are better than the average percentages for the whole of Wales, as published in HMCI's Annual Report for 2007-08, with the standards of achievement being good or better (grade 1 and 2) in 84% of lessons, and outstanding (grade 1) in 12% of lessons.

- 13 The majority of under-fives and also pupils at both key stages are making good progress towards reaching their potential. Individual pupils achieve success in their work, regardless of their ability and social or linguistic background.
- 14 The overall quality of the educational provision for the under-fives is appropriate to their needs, and children are making good progress towards the Foundation Phase outcomes.

At key stage 1 and key stage 2, in the subjects inspected the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh First Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information and Communication Technology	Grade 2	Grade 2
Art and Design	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

- 15 Pupils with Additional Learning Needs (ALN) make good progress in relation to their ability.
- 16 The under-fives make good progress in key skills across the learning experiences. They avail themselves of a range of opportunities to show progress in numeracy and literacy. Their confidence in using information and communication technology is evident.
- 17 The key skills of most pupils at key stage 1 are good. They communicate well with each other and with adults, they listen carefully and read and write according to their age and ability. On the whole, their skills in numeracy and information technology and communication are developing appropriately.
- 18 At key stage 2, the ability of pupils to listen is good. The majority of pupils have good oral skills in both Welsh and English. Their ability to read in both languages shows increasing improvement. Pupils' ability to write for different purposes across the curriculum is good. Good features outweigh shortcomings in pupils' use of numeracy skills as well as information technology and communication skills. Although effective use is made of skills in some areas such as conveying information, pupils do not make sufficient independent use of their data handling skills.
- 19 Across the school, pupils' creative skills are good. Pupils' bilingual skills are developing well. By the end of key stage 2, the vast majority of pupils speak, read and write fluently in both Welsh and English.
- 20 The ability of most pupils to work independently with teacher guidance is good, but opportunities for pupils to take responsibility for their own learning are few. As a result, their problem solving and independent decision-making skills have not been developed sufficiently.

- 21 Pupils across the school are making good progress in their personal and social skills. They display very good attitudes towards their work and the majority show obvious interest in lessons, as well as enthusiastic engagement.
- 22 Pupils' behaviour is good. They are considerate, friendly and polite to each other, staff and visitors.
- 23 The school's attendance level for the last three full terms was around 93%. Punctuality is good.

The quality of education and training

- 24 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	65%	10%	0%	0%

- 25 These percentages are better than average percentages for the whole of Wales, as reported by Her Majesty's Chief Inspector's Annual Report for 2007-08, with the quality of teaching being good or better (grade 1 and grade 2) in 83% of lessons, and outstanding (grade 1) in 16% of lessons.
- 26 The quality of teaching is good in every class. Teachers have established very good relationships with pupils based on mutual respect and regular, appropriate use of encouragement and commendation. They have created an atmosphere that is conducive to effective learning.
- 27 Lessons where outstanding features were observed included:
- lively and energetic presentations;
 - good questioning techniques and high expectations that challenge and stimulate pupils;
 - very good use of teaching assistants to support and improve work.

There were many good features in the teaching provision including:

- careful and thorough lesson preparation;
- thorough subject knowledge;
- effective use of resources;
- good support for individuals and groups;
- regular opportunities for pupils to express opinions at the end of lessons.

Weaknesses in a small number of lessons include:

- over-instruction by teachers which hinders the improvement of pupils' skills to take responsibility for their own learning;
- work that is not sufficiently differentiated for different ranges of age and ability.

- 28 The quality of assessment, recording and reporting procedures meet statutory requirements. Detailed and regular records of pupils' achievement and progress are

kept in the core subjects and in some other subjects. However, the assessment information does not always effectively inform future planning.

- 29 The procedure of including pupils in the process of assessing their own work is in a developmental stage. This process will ensure that pupils understand what they must do to improve their work and maintain progress, but at present, it is not yet fully operational.
- 30 Reports to parents are of good quality and provide a detailed picture of pupils' progress and achievements.
- 31 Teaching experiences provided for the under-fives and the curricular provision for pupils at key stage 1 and key stage 2 are broad and balanced and meet statutory requirements. The school provides a wide range of experiences, it responds well to pupils' learning needs and interests and it ensures equal opportunities for everyone.
- 32 Planning places appropriate emphasis on developing pupils' key skills. However, at present, they are not fully operational and do not provide sufficient guidance to ensure progress and continuity in the learning experiences of pupils at key stage 2.
- 33 The quality of teaching outside school hours, including extra-curricular activities is good.
- 34 Spiritual, moral and cultural development is effectively nurtured. The Personal and Social Education Framework is given appropriate consideration.
- 35 The quality of care, support and guidance provided for pupils is good. The school is a happy, caring and inclusive community, with good attention devoted to tolerance, friendship and kindness.
- 36 The school has clear policies and procedures that contribute to the welfare, health and safety of pupils whilst they are in the care of the school. Good attention is paid to healthy living, and appropriate emphasis is laid on that which contributes to being healthy.
- 37 The provision for pupils with ALN is good and meets Code of Practice requirements. The school has appropriate procedures to identify pupils with ALN and to regularly review their progress. The contribution of teaching assistants when supporting pupils with ALN is extremely effective.

Leadership and management

- 38 The head teacher provides caring leadership. He receives good support and conscientious commitment by the whole staff.
- 39 The school has clear aims and objectives that focus on pupils' needs. They are reflected in the school's caring ethos.
- 40 The school has an appropriate method of setting targets, and pupils' assessments are carefully analysed to identify strengths and weaknesses. The targets set are challenging and also within the pupils' reach.

- 41 Appropriate consideration is given to W.A.G. priorities when planning the development of the school.
- 42 Although a number of the governors are recent appointments, they undertake their responsibilities conscientiously. They have a good understanding of all the procedures. However, the role of the governing body regarding the monitoring of standards has not been developed sufficiently.
- 43 The process of monitoring and evaluating the work of the school is in operation and follows the clear, specific procedures that are in place. Subject co-ordinators perform their duties of leadership and management in a conscientious and enthusiastic manner. Many of them have only recently acquired these responsibilities and their recognition of pupils' standards of achievement in those areas that they are responsible for, is not secure enough.
- 44 The School Development Plan (SDP) is a concise, systematic document that provides clear direction for the development of the school. The priorities are based on the self-evaluation process, and they have received careful consideration with regard to funding and completion.
- 45 The school is well staffed with qualified teachers who have sufficient experience. Good use is made of teacher expertise.
- 46 There is a good selection of resources to suit the age range of the pupils, including the under-fives. The resources are accessible to pupils and are appropriate to their age and needs.
- 47 School buildings and classrooms are adequate and offer an appropriate teaching environment. However, the outside area has not been developed sufficiently to meet the requirements of the Foundation Phase. The school acknowledges this.
- 48 The school regularly reviews the way it uses resources. The school's financial management is good, with the head teacher, governing body and LEA support officer overseeing the budget carefully in order to secure good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 further develop pupils' key skills, focusing on numeracy and information technology and communication across the curriculum at key stage 2;
- R2 make more effective use of assessment to enhance the development of pupils to become increasingly responsible for their own learning;
- R3 ensure that schemes of work are used more effectively to sustain cohesion and continuity in the learning experiences of pupils;
- R4 strengthen the monitoring system to concentrate more specifically on pupils' achievements;
- R5 collaborate with the LEA to ensure suitable external provision for the Foundation Phase.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 49 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 50 The number of pupils who take part in the national curriculum assessments at the end of both key stages is too small to allow meaningful comparison with national data for each year. Considering the data over a three-year period, with the exception of Welsh, results are below than those for similar schools, both nationally and locally. Results display progress, with significant progress being shown in Welsh. The school's analysis confirms that pupils are achieving standards that correspond to their ability. There is no significant difference between the performance of boys and girls.
- 51 The standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

- 52 The above percentages are better than the average percentages for the whole of Wales, as published in HMCI's Annual Report for 2006-07, with the standards of achievement being good or better (grade 1 and 2) in 80% of lessons, and outstanding (grade 1) in 10% of lessons.
- 53 The general quality of the educational provision for the under-fives is appropriate to their needs, and the children make good progress towards the Foundation Phase outcomes. They make good progress in the key skills right across the learning experiences. They avail themselves of a variety of experiences to show progress in work involving number and literacy. Their confidence in using information technology and communication is developing well.

At key stage 1 and key stage 2, in the subjects inspected the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh First Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information and Communication Technology	Grade 2	Grade 2
Art and Design	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

- 54 The majority of under-fives and also pupils in both key stages are making good progress towards reaching their potential. Individual pupils achieve success in their work, regardless of their ability and social or linguistic background.
- 55 Pupils with Additional Learning Needs (ALN) make good progress in relation to their ability.
- 56 The key skills of most pupils at key stage 1 are good. They communicate well with each other and with adults, they listen carefully and read and write according to their age and ability. On the whole, their skills in numeracy and information technology and communication are developing appropriately.
- 57 At key stage 2, the ability of pupils to listen is good. The majority of pupils have good oral skills in both Welsh and English. However there is need to further develop the ability of some to hold extended and independent conversations.
- 58 Their ability to read in both languages shows increasing improvement. Pupils' ability to write for different purposes across the curriculum is good. However, the written work of less able children is impaired by spelling and punctuation errors.
- 59 Good features outweigh shortcomings in pupils' use of numeracy skills as well as information technology and communication skills. Although effective use is made of skills in some areas such as conveying information, pupils do not make sufficient independent use of their data handling skills.
- 60 Across the school, pupils' creative skills are good. They display skilfulness and vivid imagination when undertaking a number of tasks, especially in music, art and physical education lessons.
- 61 Across the school, pupils' bilingual skills are developing well. By the end of key stage 2, the vast majority of pupils speak, read and write fluently in both Welsh and English.
- 62 The ability of most pupils to work independently with teacher guidance is good, but opportunities for pupils to take responsibility for their own learning are few. As a result, their problem solving and independent decision-making skills have not been developed sufficiently.
- 63 Only a few of the pupils are confident when explaining what they must do to improve their work and reach the improvement targets they have been set.
- 64 Pupils across the school are making good progress in their personal and social skills. They display very good attitudes towards their work and the majority show obvious interest in lessons, as well as enthusiastic engagement. They collaborate happily and cheerfully together, and across the school they use their time effectively and take obvious pleasure in their experiences. They are able to meditate quietly during collective worship sessions. The pupils display a good understanding of matters involving equal opportunities as well as showing respect towards diversity within society.
- 65 Pupils' behaviour is good. They are considerate, friendly and polite to each other, staff and visitors.

- 66 The school's attendance level for the last three full terms was around 93%. Punctuality is good.
- 67 Vocational aspects, with beneficial links with a number of local businesses contribute well to the understanding that most pupils have of their community and the world of work.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

- 68 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 69 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	65%	10%	0%	0%

- 70 These percentages are better than average percentages for the whole of Wales, as reported by Her Majesty's Chief Inspector's Annual Report for 2006-07, with the quality of teaching being good or better (grade 1 and grade 2) in 80% of lessons, and outstanding (grade 1) in 14% of lessons.
- 71 The quality of teaching is good in every class. Teachers have established very good relationships with pupils based on mutual respect and regular, appropriate use of encouragement and commendation. They have created an atmosphere that is conducive to effective learning.
- 72 Lessons where outstanding features were observed included:
- lively and energetic presentations;
 - good questioning techniques and high expectations that challenge and stimulate pupils;
 - very good use of teaching assistants to support and improve work.

There were many good features in the teaching provision including:

- careful and thorough lesson preparation;
- thorough subject knowledge;
- effective use of resources;
- good support for individuals and groups;
- regular opportunities for pupils to express opinions at the end of lessons.

Weaknesses in a small number of lessons include:

- over-instruction by teachers which hinders the improvement of pupils' skills to take responsibility for their own learning;
- work that is not sufficiently differentiated for different ranges of age and ability.

- 73 Teachers promote bilingual skills effectively through constant encouragement and support. Use of both languages is customary both within and outside the classroom and pupils are very enthusiastic in their endeavours.
- 74 Good features outweigh shortcomings in the use made of assessment in the planning of learning. The quality of assessment, recording and reporting procedures meet statutory requirements. Detailed and regular records of pupils' achievement and progress are kept in the core subjects and in some other subjects. However, the assessment information does not always effectively inform future planning.
- 75 On the whole, pupils' work is marked regularly, often with supportive comments. In the best examples, constructive comments are offered explaining how their work can be improved.
- 76 Appropriate standardisation and rationalization procedures have been established within the catchment area to strengthen teacher assessments at key stage 2. The procedure of including pupils in the process of assessing their own work is in a developmental stage. This process will ensure that pupils understand what they must do to improve their work and maintain progress, but at present, it is not yet fully operational.
- 77 Reports to parents are of good quality and provide a detailed picture of pupils' progress and achievements. Parents are happy with the information presented to them in the reports and also with the opportunity they receive to discuss them with the teachers.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

- 78 The findings of the inspection team do not agree with the grade 1 judgement made by the school in its self-evaluation report, because no outstanding features were identified.
- 79 The general quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 80 The curricular provision for pupils at key stage 1 and key stage 2 are broad and balanced and meet statutory requirements. The school provides a wide range of experiences, it responds well to pupils' learning needs and interests and it ensures equal opportunities for everyone.

- 81 Policies for all areas of the curriculum are in place. They are updated in response to the revised curriculum and assessment procedures for Wales. Planning lays appropriate emphasis on developing pupils' key skills. However, at present, they are not fully operational and do not provide sufficient guidance to ensure progress and continuity in the learning experiences of pupils at key stage 2.
- 82 The quality of teaching outside school hours, including extra-curricular activities is good. A notable feature is the annual residential course for older pupils and it contributes effectively towards their personal and social development. The school organises a good range of cultural and community-linked extra-curricular activities, such as fairs, eisteddfodau, concerts, and other events. The school provides good experiences for pupils by organising contributions to community events and to charities. Parents also make a good contribution, and the Parent-teacher Association is very active in support of the school and has raised a substantial sum of money on its behalf. These links enrich the educational provision and personal development of the pupils, and they prepare them to become responsible members of their community.
- 83 Spiritual, moral and cultural development is effectively nurtured. The Personal and Social Education Framework is given appropriate consideration. The school is an accredited Healthy School and has appropriate and effective plans and procedures. Pupils relate with different cultures and religions in a mature and conscientious manner. Collective worship meets statutory requirements and offers opportunities to consider moral questions.
- 84 Pupils' educational experiences are enriched by effective partnerships. Links with parents are good. A good number of parents and members of society give educational assistance through sport, visits and other activities. The school has fostered good partnerships with other primary schools, within and beyond the catchment area. A noteworthy feature is the art project that enriches the creative experiences of the pupils. The procedures for the transfer of year 6 pupils to the local secondary school are good. Opportunities are provided for students who undertake work experience as well as trainee teachers from university.
- 85 The school has a good range of links with businesses to promote work-related education and vocational perceptions. In addition, a number of employees occasionally discuss their work with the pupils as part of the educational programme.
- 86 The school complies with LEA's language policy and the emphasis on developing the bilingual proficiency of the pupils is effective. The Cwricwlwm Cymreig permeates through the work of the school in several subjects and meets requirements fully.
- 87 The attention devoted to sustainable development is good. Attention is given to recycling, projects and studies in a range of activities, many of which are extra-curricular. Appropriate attention is devoted to promoting enterprise skills. Good attention is given to developing pupils' understanding of global citizenship. This is exemplified in the attention devoted to Fair Trade, a project to develop links with a school in China through the British Council, as well as existing links with a school in Kenya. All this enriches the pupils' work and experiences and lays a solid foundation for life long learning.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 88 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 89 The quality of care, support and guidance provided for pupils is good. The school is a happy, caring and inclusive community, with good attention given to fostering tolerance, friendship and kindness. The head teacher and staff know the pupils well and there are effective procedures in place to monitor and support pupils' progress, development and well-being. As a result of this, pupils feel confident of approaching any member of staff for guidance or support.
- 90 The school collaborates with parents by means of a good partnership. The standard of communication, meetings, reports, correspondence giving relevant information about activities, is good. The Home School Agreement and also the Parents' Handbook meet requirements. The school induction programme ensures that pupils settle in quickly.
- 91 The policies and all the required procedures that are in place contain an equality scheme and a disability action plan. They are both comprehensive and carefully designed. The registers and accompanying administration, along with good records respond to the requirements set out in the Welsh Assembly Government (W.A.G.) Circular 47/06. The monitoring of pupils' punctuality, attendance, behaviour and performance is effective. Procedures relating to behaviour, discipline and anti-bullying are also good, with careful supervision taking place at break-times.
- 92 The school has clear policies and procedures that contribute to the well-being, health and safety of the pupils during the time that they are in the care of the school. Matters that cause anxiety are dealt with directly and quickly. Risk assessments also receive relevant attention. The safety of the premises is good. Traffic is controlled effectively. Good attention is given to healthy living and appropriate emphasis is laid on that which contributes towards a healthy life-style.
- 93 The provision for pupils with ALN is good and meets Code of Practice requirements. The school has appropriate procedures to identify pupils with ALN and to regularly review their progress. The attitudes of the staff are positive and supportive and pupils with ALN receive full access to the curriculum. The contribution of the teaching assistants when supporting pupils with ALN is extremely effective. The pupils also benefit from the support received from other services that visit the school on a regular basis. Individual education plans contain suitable specific targets. The schemes are reviewed regularly and are discussed with parents in good co-operative manner.
- 94 The school has effective strategies to promote positive behaviour. Through the school council, pupils receive good opportunities to understand the importance of democracy, having a voice within the school, and having the right to express an opinion.

- 95 Each child, regardless of his background, is respected and treated equally, with equal access to school activities. There are suitable policies to foster the development of healthy race relations and to provide sex education, drugs education as well as personal and social education. The school's procedures and policies are wholly inclusive.
- 96 An accessibility plan is in place to facilitate access for those who are disabled. A number of lessons raise pupils' awareness of the diversity that exists in different parts of the world and within other cultures and religions.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

- 97 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 98 The head teacher provides caring leadership. He receives good support and conscientious commitment by the whole staff. Members of staff share common values regarding behaviour, relationships and equal opportunities. They succeed in creating a happy, homely atmosphere.
- 99 The school has clear aims and objectives that focus on pupils' needs. They are reflected in the school's caring ethos.
- 100 The school operates in an environment of mutual trust and understanding. There are effective management structures in place that enable the school to function smoothly as an orderly and well-organised community.
- 101 Job descriptions are appropriate for all members of staff at the school and appropriate performance management procedures are in place. However, monitoring visits do not focus sufficiently on the achievement of pupils. Appropriate use is made of organised courses and subsequently there is opportunity to share information with colleagues. The effect of courses can be detected in classes.
- 102 The school has an appropriate method of setting targets and pupils' assessments are analysed carefully to identify strengths and weaknesses. The targets set are both challenging and achievable for the pupils.
- 103 The school takes appropriate account of W.A.G. priorities when planning for its future development. Finance from the RAISE scheme is used effectively to target pupils who are under-achieving at key stage 2. Procedures are in place to respond to the requirements of the Foundation Phase and Curriculum 2008. The school has been awarded the Basic Skills Agency Quality Mark, it is recognised as an accredited 'Healthy School', and it has received the bronze and silver awards for being a 'Green School'.

- 104 The school takes an active role in a number of partnerships, including local establishments, the LEA, and nearby schools and colleges.
- 105 Although a number of the governors are recent appointments, they undertake their responsibilities conscientiously. They have a good understanding of all the procedures. However, the role of the governing body regarding the monitoring of standards has not been developed sufficiently.
- 106 The school prospectus and the governors' report to parents are of good quality and fully meet statutory requirements.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

- 107 The findings of the inspection team do not agree with the grade 2 judgement made by the school in its self-evaluation report because shortcomings were identified in self-evaluation procedure.
- 108 The monitoring and evaluation process to evaluate the work of the school is in operation and follows clear, specific procedures that are in place. Subject co-ordinators perform their duties of leadership and management in a conscientious and enthusiastic manner. They make good use of internal tests, National Curriculum data, and inspect examples of pupils' work. The teachers have only recently started the practice of monitoring by observing each other's lessons.
- 109 Many of the teachers have only recently acquired their responsibilities and their recognition of pupils' standards of achievement in those areas that they are responsible for, is not secure enough.
- 110 The self-evaluation report presented to the inspection team clearly identifies good features as well as aspects that need to be developed. However, when evaluating the position regarding the curricular areas, there is a tendency to list experiences of pupils rather than to provide an evaluation of the standards achieved.
- 111 The views of parents about aspects of the life and work of the school are sought by means of a questionnaire every two years or so, and the views of pupils by means of the School Council. Their comments are given serious consideration. Comments are welcomed from other partners, such as the advisers of Cwmni Cynnal and other LEA officers. The information, as well as the recommendations of members of staff, are used effectively to inform priority strategies.
- 112 The School Development Plan (SDP) is a concise, systematic document that provides clear direction for the development of the school. The priorities are based on the self-evaluation process, and they have received careful consideration with regard to funding and completion. The plan contains realistic and challenging targets that will help to measure success.
- 113 The head teacher, governors and teachers are committed to improve standards. Regular reports are presented to the governing body and every opportunity is taken

to question, discuss and challenge decisions before reaching agreement and deciding on priorities.

- 114 The observations of the inspection team agreed with the judgement of the school in its self-evaluation report in five out of the seven key questions. In the other two cases where there was a difference of opinion, the inspection team awarded a lower grade.
- 115 The school has addressed the recommendations made in the 2003 inspection report in a conscientious manner, by initiating strategies in accordance with its action plan. Good progress has been made.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

- 116 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 117 The school is well staffed with qualified teachers who have sufficient experience. Good use is made of teacher expertise. This enriches the pupils' experience and contributes towards the rising of standards. Members of the support staff are resourceful and offer extremely effective support to pupils. They are very industrious and conscientious in the way they collaborate with teachers in class. All ancillary staff members make a valuable contribution to the school.
- 118 There is a good selection of resources to suit the age range of the pupils, including the under-fives. The resources are accessible to pupils and are appropriate to their age and needs. There are interactive white boards in each classroom and a good supply of computers in the computer room. The school makes good use of all resources that are available in order to secure the best possible results for all its pupils. Decisions on spending are taken according to the priorities and objectives of the school.
- 119 The school's buildings and classrooms are sufficient and offer an appropriate educational environment. The school is well maintained, and the standard of cleanliness is high. Careful attention is given to any premises issue that gives rise for concern. However, the outside area has not been developed sufficiently to meet the requirements of the Foundation Phase. The school acknowledges this.
- 120 Through staff induction schemes and performance management procedures, the school ensures that the teaching staff and support staff are given access to relevant courses. The school is aware of the need to develop further opportunities for staff to visit other schools where good practice exists. The school operates in accordance with statutory requirements in the way teachers are allowed non-contact time with pupils. Effective use is made of this time for the purposes of planning, preparing and assessment.
- 121 The school reviews regularly the way it uses resources. The financial management of the school is good, with the head teacher, governing body and the LEA support officer scrutinizing the budget carefully to ensure good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 122 The majority of pupils across key stage 1 and key stage 2 make good progress in their speaking, listening, reading and writing skills.
- 123 At key stage 1, pupils display an ability to listen attentively to teachers, visitors and to each other's contributions. The majority use suitable vocabulary to convey their ideas and experiences clearly.
- 124 Most pupils at key stage 1 read simple texts sensibly and with a good degree of correctness. They use appropriate strategies successfully to deduce meanings, for example by constructing words phonetically or by using pictures or the context of a story to help them. The most able pupils are willing to express an opinion regarding the main ideas or incidents in the texts they are reading, and repeat passages from the text accurately.
- 125 The writing skills of most pupils are developing well. They use suitable vocabulary and constructions in their work and by the end of the key stage they are able to join and sequence sentences successfully. They display a growing understanding of sentences when writing independently for different purposes. Their spelling is good and they have an increasing awareness of punctuation.
- 126 At key stage 2, the majority of pupils respond very confidently to teachers' questions and when taking part in a variety of oral presentations across the curriculum. All pupils speak naturally with adults and visitors about their work. By year 6, a good number are able to confidently discuss a variety of subjects in an extended manner.
- 127 Pupils at key stage 2 read independently at levels that are appropriate to their age and ability. They are avid readers and many are able to discuss their favourite authors. The majority display confidence and good expression. They use a range of sources in order to retrieve and collate information, including the internet, in their studies across the curriculum.
- 128 Pupils at key stage 2 make constant progress in writing in relation to their ability and concentrate well on a given task. By the end of the key stage, most pupils write confidently using a range of different styles for different purposes and audiences. They have a good understanding of the conventions of grammar and sentence structures. The majority spell correctly. The most able pupils are beginning to use paragraphs successfully. By year 6, they understand the purpose of discussing, drafting, re-drafting and editing, and these features are evident in their work.

- 129 The handwriting of most pupils and the presentation of their work develop substantially as they move forward from year to year.

Shortcomings

- 130 Although there are no important shortcomings, the examples of extended written work are limited.

Mathematics

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 131 Most pupils at key stage 1 have a good understanding of number patterns. They are able to reliably count forwards and backwards up to 20. The majority can count, arrange, add and subtract numbers correctly, with the most able, recalling number facts up to 10. The oldest pupils count, read, write and arrange whole numbers up to 100 and their understanding of values is developing appropriately.
- 132 The majority correctly use non-standard and standard units to measure length and mass. They are aware of the different value of coins. They recognise and use halves and quarters in practical situations.
- 133 The majority are able to discuss their work by using familiar mathematical terms. They gather information and record it accurately in the form of a simple graph.
- 134 At key stage 2, the understanding of most pupils of the value of place, number patterns and number facts is developing well. The majority can use their knowledge and understanding to solve problems orally by adding, subtracting and dividing with increasing confidence. Most pupils in year 5 and 6 respond quickly, using a variety of mental calculation methods, to recall multiplication facts quickly and accurately. The most able can estimate well and explain their method of working effectively.
- 135 The majority use suitable standard measurements in length, mass, capacity and time and a good number of them can convert measurements from one unit to another correctly. Most of the pupils in year 3 and year 4 are able to accurately read the time on analogue as well as digital clocks. Most pupils in year 5 and year 6 can use timetables to calculate differences in time.
- 136 Across the key stage, most of the pupils become increasingly conversant with 2D and 3D shapes and become more and more accurate when describing some of their characteristics. Most pupils in year 5 and year 6 are able to accurately discover the perimeters and areas of simple shapes.
- 137 Most pupils handle different types of data effectively. They can gather information using graphs, tables and diagrams.

Shortcomings

- 138 Although there are no important shortcomings, the knowledge of a substantial number of average and lower ability pupils of number bonds and multiplication facts are neither secure nor quick enough.

Information technology

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 139 At key stage 1, most pupils effectively create pieces of written work on a screen, and are able to modify the text as required. The majority save their work with assistance, and the most able save, retrieve and modify their work before printing it, whilst displaying a high level of independence. They accurately enter information into an existing database and represent it in the form of a graph.
- 140 The majority of pupils at key stage 1 are confident of using a mouse to move images on a screen. They effectively use art packages to create pictures and patterns. They have an elementary understanding of how to control movement by entering instructions into a floor toy.
- 141 At key stage 2, the skills of most pupils to arrange, modify and present information are good. Across the key stage, pupils are increasingly proficient at using electronic methods to share and exchange information. They discover information from a variety of sources including web sites on the internet and adapt it for specific purposes.
- 142 They become increasingly confident and independent whilst saving and retrieving their work and modifying it by changing the font and adding borders. They make effective use of art packages in order to experiment with different techniques and to create original and creative products.
- 143 By the end of the key stage, most of the pupils display a firm command of word processing and they use a wide variety of equipment to install, edit and create an effect. They can skilfully move text from one document to another when preparing a multi-media presentation.
- 144 The majority of pupils at key stage 2 are aware of the use that can be made of ITC to record data and arrange it in the form of a graph. The oldest pupils are beginning to familiarise themselves with the use of spreadsheets.
- 145 The majority of the oldest pupils are confident when searching for websites on the internet and sending messages by e-mail. They discuss responsibly issues that affect safety on the internet.

Shortcomings

- 146 Although there are no important shortcomings, at key stage 2, the pupils' skills to create and use databases independently have not been developed sufficiently.

Art and design

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Good with outstanding features

- 147 At both key stages, all pupils use a wide range of media and techniques to create work of a very high standard.
- 148 The vast majority at both key stages explore, experiment and analyse the styles of some famous artists very well. They are able to discuss the characteristics of the work of these artists and imitate their styles extremely effectively in their own work.

Good features

- 149 At key stage 1, pupils make good use of a wide range of resources and media as they draw and paint from observations and from memory. They create their own colours and they use them effectively in their paintings.
- 150 They display good cutting and pasting skills. They investigate effectively how to create patterns and they are aware of the effects that can be produced. They develop a good understanding of textures.
- 151 At key stage 2, pupils show very good awareness of line and tone, pattern, as well as texture of shape and form. They record images and ideas effectively on the basis of observation, experience and imagination. They review and amend their work confidently and successfully when they notice that there is need to do so.

Shortcomings

- 152 There are no important shortcomings.

Music

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 153 Across the school, pupils develop good aural skills by listening to a range of music. They sing a wide selection of songs enthusiastically with clear expression, good phrasing, with the majority maintaining correct intonation.
- 154 Most pupils at key stage 1 are aware of beat and rhythm and they know when the pitch rises or falls. They copy simple rhythms and follow a simple graphic score accurately. They examine a range of sound sources, choose tuned and non-tuned instruments confidently and co-operate with each other effectively.
- 155 At key stage 2, pupils sing an increasing repertoire of unison songs and part songs with appropriate accentuation and clear diction. They are able to sustain a part as a member of a group in a round song.
- 156 The majority of the pupils at key stage 2 maintain a beat, repeat a rhythm well and are able to read simple graphics accurately. They explore whilst using the voice and a range of tuned and non-tuned instruments to effectively create and arrange sounds as an accompaniment for traditional lullabies.
- 157 By the end of the key stage most pupils have a good understanding of dynamics, tone and texture. They co-operate well with each other in a group whilst using a variety of non-tuned instruments to perform their compositions confidently and effectively. They listen attentively to each other's performances and evaluate intelligently.

Shortcomings

- 158 There are no important shortcomings.

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 159 At key stage 1 and key stage 2, pupils work energetically and respond well to instructions and concentrate well whilst working. They display a good awareness of safety requirements as they move about the hall. They are very aware of the importance of exercise in the quest for health and fitness.
- 160 At key stage 1, pupils display good control of the basic skills of balancing, rolling and turning. They make good use of space and they move confidently, combining movements and shapes effectively.
- 161 They work well with each other in pairs and in groups whilst experimenting and evaluating their movements confidently.

- 162 At key stage 2, all pupils co-operate with each other very well as individuals, in pairs and in teams whilst displaying good self-control in a fairly restricted space.
- 163 In the rugby skills lesson, pupils' technique of ball-control is very good. Outstanding progress has been made in the skills of receiving and moving with the ball. They respect the conventions of fair play, competing honestly and displaying good behaviour whilst playing.
- 164 Their ability to work creatively in their dance lessons is a very good feature of their work. All pupils convey ideas, emotions and display a range of movements effectively as they respond to music. They always seek to evaluate and improve their own performances.

Shortcomings

- 165 There are no important shortcomings.

School's response to the inspection

As a school, we are extremely pleased with the findings of the inspection and we take pride in the endeavours and accomplishments of the children in every aspect of the work and life of the school. We were pleased that the inspectors identified that pupils' attitudes towards learning, the interest they show towards their work, and their ability to concentrate, were all strong features, in addition to an element of excellence that is identified in the creative development of the pupils. The inspection reveals a number of good successes within the school, identifying as it does the high standard of courtesy and friendliness displayed by the children towards each other and towards visitors who come to the school; also the good progress made in the personal, social and moral development of the children. It recognises that the curricular provision together with the school's day-to-day activities promote the strong bilingual skills of our pupils.

The report highlighted a large number of good and outstanding features in the school. It identified that the standards achieved by pupils in lessons together with the quality of the teaching, exceeded the Welsh Assembly Government targets. We were pleased that the inspectors acknowledged the notable work of the teaching assistants and in addition, the expertise, enthusiasm and commitment of our teachers. The report confirms that we are fulfilling our aim of creating an ethos and a learning atmosphere where our children feel happy and safe.

As a school, we appreciate the consistent reference made to the role of the governing body, and we take pride in the way it has developed to become a key and crucial part of the self-evaluation process.

The school acknowledges the recommendations identified in the report and the staff and governors will respond to the recommendations by formulating an action plan. We shall be collaborating with the LEA to solve the problem involving the outside area. The annual governors' report will give an account of the progress made as we address these recommendations.

The inspection process was extremely thorough and it was conducted in a courteous, fair and professional manner.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Llangoed
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Llangoed, Isle of Anglesey
Postcode	LL58 8SA
Telephone number	01248 490680

Head teacher	Mr Einion Williams
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Councillor Lewis Davies
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	19 – 21 January 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9	12	7	12	12	14	8	11	85

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	5.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	83.9	85.9	94.1
Summer 2008	74.8	88.5	92.9
Autumn 2008	83.8	89.4	91.5

Percentage of pupils entitled to free school meals	20%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		11		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	9	9	27	55
		National	1	2	10	63	26
We: oracy	Teacher assessment	School	0	9	9	27	55
		National	1	2	10	62	25
We: reading	Teacher assessment	School	0	9	18	45	28
		National	1	2	15	59	23
We: writing	Teacher assessment	School	0	9	18	64	9
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	18	55	27
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	9	55	36
		National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73%	In Wales	80.7%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		14						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School				0	0	0	27	47	27
		National	0.2			0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher assessment	School				0	0	0	20	53	27
		National	0.3			0.8	0.8	4.4	16.7	53.4	23.6
Mathematics	Teacher assessment	School				0	0	0	33	47	20
		National	0.2			0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School				0	0	0	33	47	20
		National	0.2			0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	67%	In Wales	75.5%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

A team of three inspectors spent six inspector days at the school.

The inspectors visited:

- 19 lessons or parts of lessons;
- Every class;
- Collective worship, and
- A range of extra-curricular activities.

Members of the inspection team met as a team at the beginning of the inspection and with:

- Staff, governors and parents prior to the inspection, together with groups of pupils during the inspection.

The team considered:

- The school's self-evaluation report;
- 13 responses to the parents' questionnaire;
- Comprehensive documentation prepared by the school before and during the inspection, and
- A broad selection of pupils' work.

The assistant head teacher, in her role as nominee, was present at every team meeting.

After the inspection, meetings were held with the head teacher, nominee, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones Registered Inspector	Context Summary and Recommendations Key Questions 1, 2, 5 and 6 Welsh first language, Art and Design, and Physical Education
Mr William Owen Lay Inspector	Contributions to questions 1,3,4 and 5
Mr Goronwy Morris Team Inspector	Key Questions 3,4,7 and contributions To Key Question 1 and 2, Mathematics, Information Technology and Communication and Music
Mrs Lisa Evans Deputy Head Teacher Nominee	Contributions to all questions by contributing information.

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their welcome, co-operation and courtesy throughout the inspection.

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